JRLC 5400: Race, Gender and Media  
Spring 2007: 87- 265  
Class Meets: Tues. & Thurs., 11:00-12:15 P. M.  
348 Student Learning Center  

Dr. Dwight E. Brooks  
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Office Hours: Tuesday: 10:00 A.M. - 11:00 A.M.  
Wednesday 10:00 – 12:00 Noon  
Also by appointment  

COURSE DESCRIPTION  
This course examines some of the relationships between the media in the U. S. and the social constructions of race and gender. Four related concerns are at the heart of many of these relationships: 1) media representations of race and gender, 2) audience interpretations of media portrayals, 3) critical analyses of media culture and media content, and 4) what to do about these concerns: media literacy, activism, and advocacy.  

Course topics include (but are not limited to):  
• Race and gender as social constructions  
• Media stereotypes in television and film  
• Masculinity and Femininity  
• Sexual Orientation & Television  
• Media and Female Athletes  
• Music Videos  
• Media Literacy  
• Video Games  
• Whiteness  
• Gender & Advertising  
• Cultural Studies  
• Hip-Hop Culture  
• Feminist Media Studies  
• Media Culture & Youth  
• The Internet and Hate  
• Popular Music  

COURSE OBJECTIVES  
After taking this course, it is expected that each student will:  
1. Develop an awareness of, and sensitivity towards the various ways race and gender impact both media content and audience interpretations of media content.  
2. Possess a greater understanding of our media culture through examination of various production, construction, and meaning-making processes.  
3. Acquire a fundamental knowledge of the various issues and “dialogues” over media relationships to race and gender, and of how both are shaped by power—structural political and economic inequities.  
4. Become familiar with some of the approaches used to study media, gender, and race.  
5. Enhance oral and written communication skills; develop analytical thinking and critical reading proficiencies.  
6. Develop a greater appreciation of the media's cultural influence and ultimately, become more media literate and a productive citizen.  

REQUIRED READING MATERIAL  
Readings Packet: Available from Athens Blue Print & Copy Shop, 269 W. Dougherty, Athens.

**COMPUTING AND ELECTRONIC MAIL**

Students are required to maintain an active computer account for electronic mail and other computing services. Most course materials will be available via the Internet on **WEB-CT@UGA.EDU**. In addition, we will use a UGA listserv to share information and discuss course material. Electronically distributed course information is important for success in the course.

The address for the class listserv: **racegendermedia@listserv.uga.edu**

**COURSE REQUIREMENTS AND EXPECTATIONS**

This course requires that you:

1. **Attend class on a consistent basis**: Attendance will be taken every class meeting.
2. **Participate in class discussions**: Although this class is comprised of a fairly large number of students, it will include open class discussions and small group discussions. Thus, you are expected to attend and participate in these discussions.
3. **Complete the assigned readings** for the day they are assigned (listed) on the syllabus. Do not get behind in the readings as the pace and structure of the course make it difficult to "catch up." You will be expected to offer your views on readings in class discussions, and written essays. Further, many of the lecture-discussions will supplement (not repeat) the assigned readings and thus presume that you already have read the material. **In short, you must read for this class!**
4. **Complete in/out-class writing assignments (announced and unannounced)**: These short assignments are designed both to encourage you to keep up with the assigned readings and to provide an opportunity to demonstrate an understanding of course material. **These in-class assignments cannot be made up!**
5. Write a short introductory **essay** on a select article from the Lind text-reader.
6. Write an **essay** that examines race from your perspective.
7. Write an **essay** that analyzes some aspect of gender in a media text.
8. Complete an **essay** that develops an analysis of any video (of your choice) shown in class.
9. There is no final exam in this class, but attendance during the final period is required.

Each assignment, tentative due date, and percentage value is listed below*:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assignment Due Date</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Article Analysis</td>
<td>Friday February 15</td>
<td>10%</td>
</tr>
<tr>
<td>First Essay: Race</td>
<td>Friday March 9</td>
<td>15%</td>
</tr>
<tr>
<td>Second Essay : Gender</td>
<td>Friday April 13</td>
<td>20%</td>
</tr>
<tr>
<td>Video Analysis</td>
<td>Friday April 27</td>
<td>20%</td>
</tr>
<tr>
<td>In/Out-Class Writing Activities</td>
<td>Throughout the Semester (5)</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>Throughout the Semester</td>
<td>10%</td>
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*The instructor reserves the right to add to/alter the assignment requirements, due
dates, and/or percentage values.

You are encouraged to discuss your course performance with the instructor at mutually convenient times. Each student is expected to work hard for this course (or any other course for that matter). The instructor evaluates student work rigorous, but fair and consistent across all students in the class. The course material is not difficult to grasp, but a successful course performance requires both a serious engagement with the course themes and involvement in classroom activities. The instructor wants every student to succeed in this course and he is willing to assist each student in achieving success.

**Course Policies**

**Assignment Submissions:**
1. All assignments (essays) must be typed and conform to a style manual for academic writing. Submit all essays with a cover page that includes the last four digits of your student ID number (or social security) instead of a name. Use 11 or 12 pt. font with 1inch margins and page numbers. Please refer to handout on writing essays for other suggestions and guidelines.

2. Before submitting essays for evaluation, make a photocopy and submit the original.

3. Unless you are given permission by the instructor, all assignments are to be submitted on the announced due date to avoid penalty. Students that encounter (unexpected) legitimate circumstances that contribute to late submissions must meet with the instructor in order to negotiate alternatives that are devoid of penalty.

4. Unless given permission, students should not submit assignments electronically (e-mail or fax).

5. The instructor has zero tolerance for plagiarism and/or any type of academic dishonesty or misconduct. All academic work must meet the standards contained in UGA’s *A Culture of Honesty.* Students are responsible for informing themselves about those standards before performing any academic work.

**Attendance and Participation:**
6. Attendance is taken every class meeting and each student is expected to attend class regularly. Student attendance in class is verified by each student’s signature on the attendance sheet that circulates class every meeting. It is your responsibility to sign the attendance sheet. There is no such thing as an excused “absence” except in cases where illness and unanticipated emergencies occur and the instructor is notified in a timely fashion.

7. Throughout the semester, we will engage in a number of class discussions—some will deal with sensitive and controversial topics. Everyone’s opinions and views are to be respected at all times. There is absolutely no place in this course for rudeness, discourtesy, and intolerance. Everyone will not agree with everything that is said or written in this course—that’s okay, as long as we create and maintain a learning environment that encourages open and honest exchanges of ideas and opinions at all times! Any student who needs special accommodations for learning or who has special instructional needs should share these concerns with the instructor as soon
as possible.

**Other Policies:**
8. In-class writing activities **cannot be made up**.

9. Take whatever measures necessary to insure that **cell phones**, pagers, or any other electronic device do not disrupt class activities. Turn them off upon entering the classroom!

10. Please do not complete work for other courses during our class meetings. If you cannot devote full attention to a particular class, do not attend.

The next section contains a **tentative** schedule for this semester. Your instructor will announce any schedule changes.

Reading assignments are in **bold print**: “RP” denotes readings from packet. Unless specified otherwise, readings are from the Lind text-reader. Please read all assigned readings for the day/class (or prior to) listed on the syllabus. Titles of videos (shown in class) are in **italics**.

**Date of Class: Class Topic, Reading Assignment, Video Tape**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Reading Assignment</th>
<th>Video</th>
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<tbody>
<tr>
<td>Tues. Jan 9:</td>
<td>Course Introduction</td>
<td></td>
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<tr>
<td>Thurs. Jan 11:</td>
<td>Student Introductions</td>
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</tbody>
</table>
**RP: Shome, “Outing Whiteness”**
*Video: The Family Secret*

**Tues. Feb. 6:**
The Language of Race  
**Read:** RP: Woods, “The Language of Race”  
RP: “The Family Secret”  
Peck, “Talking About Racism on the Oprah Winfrey Show”

**Thurs. Feb. 8:**
Racial Stereotypes: Historical Perspectives of U.S. Media  
**Read:** King, “Arguing Over Images: Native American Mascots and Race”  
**RP:** Rhodes, “The Visibility of Race and Media History”  
*Video: Ethnic Notions*

**Tues. Feb. 13:**
Prime-Time Television and African Americans  
**Read:** Lotz, “Barricaded Intersections: Any Day Now and the…”  
*Video: Color Adjustment, Pt. 1 (“Color Blind TV?”)*

**Thurs. Feb. 15:**
Prime-Time Diversity?  
**Read:** Conners, “Color TV? Diversity in Prime-Time TV”  
*Video: Color Adjustment, Pt. 2 (“Coloring the Dream”)*

**Date of Class: Class Topic, Reading Assignment, Video Tape**

**Tues. Feb 20:**
Race, Gender, and Disney  
**Read:** Rockler, “Race, Hierarchy, and Hyenaphobia in The Lion King”  
Bartnett, “Destructive and Constructive Characterizations of…”  
*Video: Mickey Mouse Monopoly: Disney, Childhood and Corporate Culture*

**Thurs. Feb. 22:**
Kids & Youth Culture: Disney and the Merchants of Cool  
**Read:** Tracey, “Why Don’t You Act Your Color?: Preteen Girls…”  
*Video: The Merchants of Cool (excerpts)*

**Tues. Feb 27:**
New Media, Old Hate: The Internet  
**Read:** Cooper, “Cyber-Hate and the Disinhibiting Effects…”  
Roy, “‘Music to Riot By: Calls to Racial Violence in…”  
*Video: Hate.Com: Extremists on the Internet*

**Thurs. Mar. 1:**
Video Games  
**Read:** Huntemann, “Pixel Pinups: Images of Women in Video Games”
**Video:** *Game Over: Gender, Race & Violence in Video Games*

**Tues. Mar 6:**
- Intersections of Race and Gender: Asian Women and Media
  - Read: RP: Sun, “Ling Woo in Historical Context…”
  - RP: Hagedorn, “Asian Women in Film: No Joy, No Luck”
  - Video: *Slaying the Dragon*

**Thurs. Mar 8:**
- Racial Essentialism
  - Chen, “‘Outwhiting the Whites’: An Examination of the ….”
  - Spring Break

**Tues. Mar 20:**
- Gender and Media
  - Read: RP: Holtzman: “Gender: In Pink and Blue and Vivid Color”
  - Video: *Sexual Stereotypes*

**Thurs. Mar 22:**
- Cultural Criticism & Feminism
  - Read: Lind & Salo, “Framing Feminism”
  - Video: *Cultural Criticism and Transformation, Pt. 1, On Cultural Criticism*

**Tues. Mar 27:**
- Feminist Media Studies
  - Video: *Cultural Criticism and Transformation, Pt. 2, Doing Cultural Criticism*

**Thurs. Mar 29:**
- Gender and Advertising
  - Read: RP: Jhally, “Image-Based Culture: Advertising …”
  - Kilbourne, “The More You Subtract, the More You Add”…
  - Video: *Killing Us Softly 3*

**Tues. Apr 3:**
- Gendered Advertising: Beauty and Body Image
  - Video: *Slim Hopes: Advertising and the Obsession with Thinness*

**Date of Class:**

**Class Topic, Reading Assignment, Video Tape**

**Thurs. Apr 5:**
- Masculinity
  - Read: RP: La France, “What is Masculinity?”
  - Video: *Tough Guise: Media … Crisis in Masculinity, Pt. 1*

**Tues. Apr 10:**
- Masculinity and Popular Culture
  - Read: MacDonald, “Masculinity and Race in Media: The Case of …”
  - Martin & Yep, “Eminem in Mainstream Public Discourse: …”
  - Video: *Tough Guise: Media … Crisis in Masculinity, Pt. 2*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read 1</th>
<th>Read 2</th>
<th>Video</th>
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</thead>
<tbody>
<tr>
<td>Thurs. Apr 26</td>
<td>Course Wrap-Up and Evaluations</td>
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**Final (Exam) Meeting:** Tuesday May 8, 12-3 PM
Honors Option and Other Presentations
Course Readings Packet

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Woods, K. (1999) The Language of Race, Poynter Institute. [www.poynter.org/content/content](http://www.poynter.org/content/content).


